



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2675 S. Palo Verde Blvd., Lake Havasu City, AZ 86403

Lake Havasu Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Katherine M. Cox  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : [www.havasu.k12.az.us/high-school/](http://www.havasu.k12.az.us/high-school/)  
 Phone Number : (928) 854-5001  
 Fax Number : (928) 854-5499  
 E-mail : [kcox@havasu.k12.az.us](mailto:kcox@havasu.k12.az.us)

### Mission

We are dedicated to maintaining a safe, orderly environment where teachers can teach and students can learn. We believe that high standards and a rigorous curriculum will give our students the opportunity to be successful in life. At LHHS we expect students to learn: to be accountable for their own actions, to develop and value the work ethic, to respect others, and to be responsible citizens in our democratic society. We enjoy high school students, and we work hard to help them be successful.

### School / Academic Goals

- ü Students will show significant gains in reading, writing, and math as measured by the AIMS.
- ü All teachers will teach and reinforce reading, writing and math across the curriculum.
- ü Teachers will review their assessments to make sure items are aligned with the Arizona standards. They will review the results of their formative and summative assessments to get feedback about their effectiveness in teaching the state standards.
- ü Teachers will send parents a weekly e-mail progress report.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1858  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

## Instructional Programs

- ü Honors and Dual Enrollment Classes
- ü On-site Special Education
- ü School to Work
- ü ELL
- ü Career & Technical Programs
- ü Early Start with Mohave Comm. College
- ü Round Table Program - alternative ed
- ü Peer Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

To ensure a safe, orderly environment that enhances the ability of students to learn; to provide a qualified and motivated staff who inspire students to appreciate the acquisition of knowledge; to inform parents of the progress of their students; to reinforce our parents by teaching attitudes and work habits that will contribute to an informed, responsible citizenry in our democratic society.

### Parents

to provide for the basic needs of their children; to model the importance of education; to hold children accountable for their choices; to insist that their child not 'take the easy way out'; to help with homework; to support our discipline policies; to require students to attend classes; to contact the school to clarify questions and to stay informed about their child's progress; to show respect for staff members; to model good sportsmanship and civilized behavior at games and school events.

## Transportation Policy

General transportation is not provided for secondary students. If noted in an IEP, exceptions are made. For more information, call 928-855-8279.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding Student Council in State - 17 Years	2002
ü VICA State Drafting Contest - 3 Gold, 3 Silver; 3 Bronze	2004
ü Math Olympics - 1st Place - Mohave County	2004
ü Highest Team Written Exam Ford AAA Auto Skills	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	455	455	71130	97	96	95	703	703	701	18	18	23	12	12	13	60	60	51	11	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	227	227	35465	99	97	96	704	704	702	18	18	21	11	11	13	60	60	53	12	12	13
Male	227	227	35648	95	95	94	701	701	701	18	18	24	13	13	12	59	59	50	10	10	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	79	79	25103	95	94	95	686	686	685	35	35	34	10	10	16	49	49	45	5	5	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	367	367	36075	98	97	95	706	706	715	14	14	12	12	12	9	61	61	58	12	12	21
Students with Disabilities	27	27	5862	61	61	71	642	642	658	74	74	63	11	11	15	15	15	20	NA	NA	2
Students without Disabilities	428	428	65268	100	100	98	705	705	705	14	14	19	12	12	12	63	63	54	11	11	15
Limited English Proficient Students	13	13	4859	87	87	93	652	652	662	62	62	64	15	15	15	23	23	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	48	48	22957	84	84	93	678	678	685	40	40	34	21	21	17	38	38	44	2	2	5
Non-Economically Disadvantaged	407	407	48173	99	98	96	706	706	709	15	15	17	11	11	11	62	62	55	12	12	18

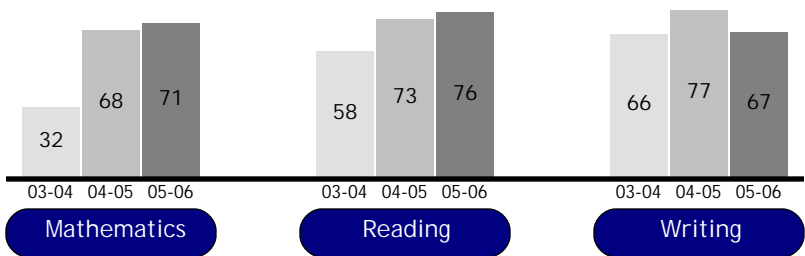
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	476	476	73018	100	100	97	705	705	703	5	5	6	19	19	23	69	69	64	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	233	36181	100	100	97	712	712	708	3	3	4	18	18	21	68	68	65	10	10	9
Male	243	243	36816	100	100	96	698	698	699	6	6	7	20	20	24	70	70	62	4	4	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	86	86	25801	100	100	96	687	687	683	10	10	10	29	29	34	58	58	53	2	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	379	379	37024	100	100	97	709	709	721	3	3	2	17	17	12	71	71	73	8	8	13
Students with Disabilities	44	44	7170	100	100	85	640	640	654	27	27	23	64	64	47	9	9	29	NA	NA	1
Students without Disabilities	432	432	65848	100	100	98	710	710	708	3	3	4	15	15	20	75	75	67	8	8	9
Limited English Proficient Students	15	15	5099	100	100	95	639	639	641	13	13	29	60	60	59	27	27	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	55	55	23912	100	100	94	678	678	681	11	11	10	31	31	36	56	56	52	2	2	2
Non-Economically Disadvantaged	421	421	49106	100	100	98	709	709	714	4	4	4	18	18	16	71	71	69	8	8	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	476	476	72810	100	100	96	684	684	685	5	5	6	28	28	30	64	64	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	234	234	36111	100	100	97	697	697	695	3	3	4	17	17	23	75	75	65	5	5	8
Male	242	242	36678	100	100	95	671	671	674	6	6	9	40	40	36	55	55	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	87	87	25735	100	100	96	661	661	669	13	13	10	44	44	41	41	41	48	2	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	378	378	36915	100	100	97	688	688	697	3	3	3	25	25	21	70	70	67	2	2	8
Students with Disabilities	44	44	7071	100	100	84	633	633	634	14	14	24	75	75	53	11	11	21	NA	NA	1
Students without Disabilities	432	432	65739	100	100	98	688	688	689	4	4	4	24	24	27	70	70	62	3	3	6
Limited English Proficient Students	15	15	5046	100	100	94	592	592	621	47	47	31	47	47	56	7	7	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	56	56	23814	100	100	94	662	662	667	13	13	10	39	39	41	46	46	47	2	2	2
Non-Economically Disadvantaged	420	420	48996	100	100	97	687	687	693	4	4	4	27	27	24	67	67	64	3	3	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	80	49	NA	42	97	48	48	51	99	52	52	52
	Language	82	47	47	42	97	47	47	50	99	52	52	50
	Mathematics	82	66	66	63	98	53	53	50	99	50	50	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Lake Havasu High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü Issue of Modified Calendar
- Ü Parking Lot & Traffic Safety
- Ü Parent Satisfaction Survey
- Ü Student Safety

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	87.00
Other Professional Staff	9.00	Teacher Aide	18.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	1	0
4 to 6 years	9	6	0	0
7 to 9 years	13	5	0	0
10 or more years	9	23	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	296
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	20%

## Resources Available at School Site

### Special Facilities

- Ü Industrial Technology Program
- Ü Drafting, Wood & Auto Shops/TV Studio
- Ü 6 computer labs
- Ü Career Center

### Extracurricular Activities

- Ü Renaissance Club
- Ü SkillsUSA
- Ü National Honor Society
- Ü FBIA/DECA/FCCLA
- Ü A wide variety of clubs and activities
- Ü Band, choir, drama,
- Ü Student Government
- Ü Yearbook; newspaper

### Social Services

- Ü Community-based Mentoring Program
- Ü Havasu for Youth Support Groups
- Ü Teacher/Student Mentoring
- Ü Job Placement Services & Job Shadowing
- Ü Student Assistance Program
- Ü Counseling Department
- Ü Homeless Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü PAWS: A Paragraph Writing Program improves students' ability with expository writing. PAWS has been implemented in all areas of the high school curriculum and now includes a five-paragraph essay that all students must write each quarter.
- ü A total of \$1.283 million in scholarships was awarded to members of the graduating class of 2005 from the military, the community, universities and out of state sources.
- ü 73% of our sophomores met or exceeded the standard on the reading portion of the 2005 spring AIMS, with 72% meeting and exceeding in math and 78% meeting and exceeding in writing.
- ü Our 2005 ACT and SAT scores were above the national average in reading and math.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	83	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe and orderly climate for learning is promoted through a clearly defined discipline policy. A School Resource Officer, a School Safety Officer, 2 part-time security officers and a tobacco prevention specialist are on campus. The school trespassing law is vigorously enforced. The campus is closed for lunch. Furthermore, the addition of a standardized shirt has contributed greatly to our having a safe campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Katherine M. Cox	(928) 854-5318
Transportation Policy	Ron Nelson	(928) 855-5169
Community Resources	Katherine M. Cox	(928) 854-5318
School Nutrition Programs	Bill Hurter	(928) 854-5043
Parent Organization		
Student Health/Nurse	Judy Eide	(928) 854-5350

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 25 Copies = \$7.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.